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Report on the Basic Education Workshop

Brits, South Africa, July 20-25, 1996



Jeanne Moulton

Technical Paper No. 46
March 1997

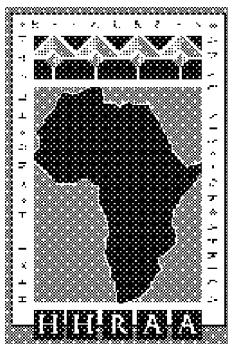
Health and Human Resources Analysis for Africa Project



Division of Human Resource and Democracy
Office of Sustainable Development
Bureau for Africa
U.S. Agency for International Development

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Glossary of Abbreviations and Acronyms

ABEL	Advancing Basic Education and Literacy
ABET	Adult Basic Education and Training
AFR/SD	Africa Bureau Office of Sustainable Development
BANFES	Basic Education/Non-Formal Education System
BESO	Basic Education System Overhaul
BES	Basic Education Support
CIES	Comparative and International Education Society
CPPT	Community Participation Planning Tool
ADEA	Association for the Development of Education in Africa
EMIS	Education Management Information System
ERS	Education Reform Support
ESAT	Education Support and Training
ESS	Education System Support
FAWE	Forum of African Women Educationalists
FQL	Fundamental Quality Levels
GABLE	Girls' Attainment in Basic Literacy and Education
HRD	Human Resources and Democracy
IEQ	Improving Educational Quality
IIR	Institute for International Research
IQC	Indefinite Quantity Contract
MSU	Michigan State University
NGO	Non-Governmental Organization
NPA	Non-Project Assistance
PASE	Programme d'Ajustement Sectoriel de l'Education (Education Sector Adjustment Program)
R2	Results Review
R4	Results Review and Resource Request
REDSO	Regional Economic Development Support Office
RFP	Request for Proposal
SABER	South Africa Basic Education Reconstruction
SARA	Support for Analysis and Research in Africa
SMC	Social Mobilization Campaign
SO	Strategic Objective
SUPER	Support for Ugandan Primary Education Reform
USAID	United States Agency for International Development

Foreword

With all the marvelous new technology that helps us to communicate over great distances, we human beings still crave face-to-face exchanges. How very fortunate we were to come together at Dikhololo to broaden and deepen our partnership in education for Africa. The challenge now is to enhance and

disseminate our Dikhololo insights. We hope that this workshop report will serve these ends.

—Julie Owen-Rea
Office of Sustainable Development
Division of Human Resources and Democracy

Executive Summary

Representatives of 10 of the 12 national basic education reform programs in sub-Saharan Africa met July 22–25, 1996, at the Dikhololo game preserve in Brits, South Africa to share their experiences and discuss current issues and approaches to basic education reform in their respective countries. The conference occurred two-and-a-half years after the previous USAID basic education conference, which took place in Kadoma, Zimbabwe, in January 1994. Among those present were members of ministries of education, USAID's regional, bilateral, and Washington, DC offices, the Association for the Development of Education in Africa (ADEA), and the Forum of African Women in Education (FAWE). The education staff of the Office of Sustainable Development Office in the Africa Bureau (AFR/SD) organized the conference.

All participants brought experience to share from their involvement with USAID basic education programs in Africa. Some participants have been intensely involved in managing basic education reforms since 1988, when the first USAID support programs began in Mali and Guinea. These two programs, as well as the others with early starts (Namibia, Benin, Ghana, and Malawi), reported significant accomplishments as well as lessons learned from their pioneering experiences in systemic reform and the introduction of non-project assistance (NPA) as a means of influencing national policy. Newer programs in Uganda and Ethiopia are off to promising starts, having profited from the experience of earlier programs in design and implementation. South Africa's program has been gradually moving its support from non-governmental organizations (NGOs) to the new government. The programs in Botswana, Lesotho, and Swaziland are now phasing out, leaving behind strong basic education systems and schools, and students who have benefited notably from the Agency's long-term support.

While the 1994 Kadoma conference primarily explored the nature of systemic reform, which is a complex process engaging many levels of organization and subsystems within the larger system, the agenda of the Dikhololo meeting moved beyond that broad framework and concentrated on six areas of systemic reform:

n Community Participation: When a government, NGO, or donor considers initiating community participation in a reform effort, it faces a staggering volume of literature describing a variety of specific models, and has no means to determine which, if any, might work in their specific context. To assist in the design of community participation programs, the Africa Bureau developed a design tool consisting of a manual and a database. The tool brings together literature examining strategies involving community participation, and provides information about cultural, financial, institutional, and demographic contexts. The session allowed participants to identify a goal and key objectives, and, working in groups, use the database to develop a community participation activity to meet their specific needs.

n Girls' Education: The growing recognition of the critical need to educate girls has prompted numerous initiatives to increase the number of girls entering school and completing their basic education, and to improve the quality of education for girls (as well as for boys). This session presented an overview of the strategies USAID has used to increase girls' access to and participation in schools in Africa. The session then presented the strategy USAID used in Guatemala to foster private sector support to girls' education. The session closed with a review of literature and research on the

classroom experiences of girls and promising approaches to providing a more supportive child-centered environment.

▮ *Educational Reform:* USAID's nearly 10 years of experience has shown that, while "education for all" is the explicit goal of nearly every African country, problems on many fronts inhibit reforms. Traditional projects often fail to address policy and management deficiencies. Management improvement efforts such as EMIS, databases, budget, planning, and policy analysis are often insufficient, because of technical, ideological, attitudinal, affective, and politico-economic constraints to policy improvement. To combat these problems it is essential that education systems make better use of available funds and existent pedagogical technology. This can be accomplished by identifying exemplary schools, determining which characteristics make them successful, and encouraging the development of those characteristics in other schools. This session introduced a model of policy dialogue that integrates traditional public policy analysis with public policy dialogue, advocacy, awareness, and political salesmanship. The model consists of an operational framework, a process of strategically implementing the framework, and a set of analytical and dialectical tools. Swaziland's experience implementing the model provided a framework for the participants to discuss and examine the approach.

▮ *Improving Education Quality (IEQ) Simulation:* The IEQ has developed a three-stage approach to education change comprising assessment, assimilation, and action. The focus of change in this approach is the classroom and the school. In this session participants simulated part of the IEQ cycle. The goal of the simulation was to reinforce the necessity of focusing educational change at the classroom and school level, and of the need to include all levels of the system in the dialogue about the learning and teaching process. Participants

reviewed and analyzed information based on the following scenario: Just after a national assessment was performed at the midpoint of a basic education reform program, consultations were held between local and national educators based on information and data about schools, classrooms, and pupil learning. Participants identified issues, developed policies, and devised strategies to address problems based on negotiated priorities. In the debriefing segment, participants examined the issues, and proposed policies and strategies as they apply to their own countries and situations.

▮ *Student Health and Nutrition:* A growing body of research suggests that the effectiveness and efficiency of educational inputs depend to a large degree on the nutritional and health status of children. Perhaps more important is the growing awareness that primary schools can be cost-effective locations for treating a number of health and nutritional conditions of children. Research has also demonstrated that attention to the reproductive health needs of adolescents is essential, particularly in Africa where nearly half the children in primary school have reached adolescence and where girls are at particular health risk. This session provided presentations designed to raise participants' awareness of research on the educational implications of the health and nutritional status of African children, and programmatic strategies for achieving better educational outcomes through nutrition and health activities.

▮ *Locally Based Staff Development:* This session focussed on the enduring problem in education of how to help teachers change their practices. Results of an innovative project in Thailand and research literature from the United States provided a lens for participants to examine two approaches. First was the participatory approach to staff development that shows teachers how curriculum and pedagogy can be adapted to specific situations. In

this approach, teachers confront learning problems similar to those their students experience. This “teacher as learner” model of staff development helps teachers learn how to help students maximize their learning. Second was the approach that taps locally available resources, including teachers, supervisors, community residents, NGO representatives, and members of other government agencies to form an ongoing support system that strengthens staff development.

For each half-day session, AFR/SD education staff prepared and presented material and called on the knowledge and talents of professionals from the Agency and its partners. Each session was designed to engage participants in exercises and discussion. In country-focussed sessions, country team members reported on the progress and features of their programs. The conference concluded with a plenary session to help participants think about how they will

share what they gained from the conference with their colleagues, and how they will continue to use the resources of AFR/SD and its partners.

From the closing views voiced by those participants who work daily in African countries, the critical role of basic education in national development is clear. The evidence is incontrovertible: education, especially girls’ education, affects reproductive health, child survival, and economic growth. Moreover, as environmental protection strategies come to rely more on community participation, the role of basic education takes on added importance as it helps communities understand and solve local environmental problems. Finally, a basic education is every person’s entree into civil society—the foundation of democratic government.

Motivated by these convictions, workshop participants engaged in USAID support programs look forward to continuing to improve the basic education systems of African countries.

Workshop Overview

On July 20-25, 1996, the Office of Sustainable Development in USAID's Africa Bureau (AFR/SD) sponsored a workshop at the Dikhololo game park, near Brits, South Africa. Nearly 80 people working in sub-Saharan Africa, the United States, and other countries attended.

Purpose

The workshop was designed to bring together people working on basic education reform efforts with USAID's support to share what they have learned. The workshop built upon the theory and basic framework for educational sector support developed at the 1994 workshop held in Kadoma, Zimbabwe. When the Kadoma workshop took place, some USAID education officers had been working for several years to support governments' basic education reforms. Many, however, had only one or two years of experience. It was time to look at the overall framework of national reform and make sense of the effective strategies and barriers that (though they differ from one country to another) have their roots in the common dynamics of complex reforms. It was also time to examine USAID's role in supporting these reform efforts. At Kadoma, the emphasis was on the use of non-project assistance (NPA) to support policy dialogue, the coordination of donor support, and the complementarity of program and project components. Finally, the conference provided an opportunity to discuss the instructional and management issues common to most education projects.

The agenda of the Dikhololo meeting was to move beyond that broad framework and concentrate on six specific areas of systemic reform:

- n Strengthening community support for schools, following the examples of ground-breaking projects in this area;
 - n Enhancing girls' education by means of systemic reform, integrating education-sector activities with activities outside the sector, and improving classroom interactions;
 - n Supporting education reform through political negotiations within and outside the system;
 - n Implementing school and classroom-level research that underscores the necessity of focussing change on school-level needs and engaging all levels of the system in dialogue on the learning and teaching process;
 - n Treating students' health, nutrition, and physical growth and maturation as critical components of their schooling experience; and
 - n Giving teachers and communities an active role in staff development and teacher support activities, including curriculum design and the development of teaching methods and materials.
- In addition to these six issues addressed by the conference, participants and presenters repeatedly emphasized the following points:
- n The importance of support from outside the education sector—private sector enterprises, local communities, other government sectors—to the success of education reform;
 - n The multitude and complexity of viewpoints, sometimes conflicting, on education reform;
 - n The benefits of obtaining the active participation of all stakeholders in information sharing and decision-making;
 - n The significance of what *students* bring to the

classroom—their physical well-being, information or lack thereof, and cultural and family values; and

n The vulnerability of plans to unanticipated events and, thus, the need for flexible conditionality and support programs.

Participants

Participants came from 10 of the 12 countries where USAID has basic education reform programs: Benin, Ethiopia, Ghana, Guinea, Lesotho, Malawi, Namibia, South Africa, Swaziland, and Uganda. Botswana did not send representatives because the USAID program has been successfully completed. And, unfortunately, the Malian delegates were turned away at the border due to visa problems.

In contrast to the Kadoma workshop, where only USAID staff of country programs attended, ministry representatives from each country attended the Dikhololo conference. Participants from other organizations included representatives from the two regional USAID offices in Africa (REDSOs), the Association for Development of Education in Africa (ADEA), the Forum of African Women Educationalists (FAWE), Save the Children, and USAID contractors in South African education programs. The education team of AFR/SD organized the conference, and its staff was present in full force. In addition, AFR/SD invited a number of education consultants to make presentations and assist in managing the

workshop. A complete list of participants is in Appendix A.

Workshop structure

Except for those making presentations or providing support, participants were divided into three groups and attended each of the six working sessions with their groups. Each working session was held three times to accommodate all groups. Participants attended country presentations voluntarily. Since three country presentations were held simultaneously each day, it was not possible for participants to attend them all.

Planning and support

The workshop was organized and executed by AFR/SD's education team, under the supervision of Julie Owen-Rea and the leadership of Diane VanBelle-Prouty. The team included Joseph DeStefano, Ash Hartwell, Bradley Strickland, Karen Tietjen, James Williams, and Joyce Wolf. The staff members who administered the conference and provided organizational and logistical support were Sheryl Pinnelli and Lillu Tesfa of the Institute for International Research, Marilu Luitingh, a South African contractor, and volunteers of the South Africa affiliate of the International Association of Students of Economics and Commerce: Ernest Malatji, Rhodes Pillay, Michael Sethagu, and Qafelani Wesley Malinga.

Opening plenary

A framework for education reform

Julie Owen-Rea, Jeanne Moulton, Ash Hartwell, Christine Kiganda, presenters

Julie Owen-Rea welcomed participants to the workshop with a quote from Thomas Jefferson: “Nothing more than education advances the power, the prosperity, and the happiness of a nation.” She noted that the workshop is one of three that resulted from USAID’s commitment to basic education programs in Africa. The previous meeting, held in January 1994 in Kadoma, Zimbabwe, focused on the nature of national education reform. Owen-Rea said that participants discussed the policy framework and complexity of education systems, but did not dwell on specific aspects of reform, which are the focus of this workshop.

Jeanne Moulton presented the structure of the workshop and discussed the complexity of the education system and its environment. An education system can be thought of as living, Moulton said, because it interacts with its environment, which includes other national and international systems and their actors as well as local communities. It also evolves in accordance with these interactions and those within the system itself. The system comprises numerous subsystems, the largest of which are the instructional, management, and governance systems; and the living systems of the children who go to school. It is multilayered, from the minister of education to the classroom, and substantive reform measures affect the entire system, and must be designed and implemented with this in mind.

Ash Hartwell and Christine Kiganda gave examples of how reform measures in some countries have fared, emphasizing that because of

the living nature of education systems, no “solutions” can be applied to them any more than they could be to a family, person, or other living thing. Kiganda discussed how the policy dialogue has unfolded in Uganda. Uganda has met some targets, but often with some related or resulting problem; it has not met other targets; and it has made some positive changes that it had not envisioned as targets. An example of a met target is the improvement in teacher terms and conditions. Teachers’ salaries have increased ninefold. However, an associated problem is that Uganda may have announced too soon the goal of universal primary education, because the country will have to double or triple the number of teachers to meet that goal. A target Uganda has not been able to meet is to increase the enrollment and retention of girls and other disadvantaged groups through the use of incentive grants. An unanticipated positive result was the government’s decision to invest more than \$5 million in the construction of primary school classrooms. Another was the Ministry of Education’s increased skill and confidence in negotiating with the Ministry of Finance. These and other successes are attracting more donors to the education sector in Uganda.

Hartwell cited examples of how reform measures have fared in Benin and Ghana. In Benin, reforms are focused on the school level through Fundamental Quality Level (FQL) indicators. FQL indicators define the essential requirements of staffing, management, infrastructure, and materials needed for a primary school to function. FQL indicators are defined through a participatory, consultative process, guided by a realistic appraisal of sustainable levels of sectoral financing, and include such categories as: school management and leadership; numbers of trained teachers; facilities, furniture, and equipment; instructional materials

utilized by students; regular pupil assessment; and community support and participation. Now, nearly four years into this program, the implementation of the FQL is proving difficult due to the lengthy negotiations for policy and resources that are required at each level of the system .

In Ghana, the reform announced in 1987 led to the government's spending more than 40 percent of its budget on education and, of that amount, more than 70 percent on basic education. Yet, student achievement test results were

disappointing: only 3 percent demonstrated mastery of the curriculum at the primary level, while the goal was that 80 percent would do so. Thus, restructuring and increased resources did not lead to increased learning. The lesson, said Hartwell, is that the policies affecting education had not been reformulated on a national scale, taking into account the entire system—especially schools and teachers—and what was required to influence learning. Such policy dialogue and planning are now taking place.

Workshop sessions

Educating girls in Africa: What we have learned, and lessons for the future

Karen Tietjen, Susan Clay, and Diane VanBelle-Prouty, presenters

Since the late 1980s, increasing girls' educational participation has figured prominently as an objective of USAID's basic education sector support programs in Africa. Recently, the Agency reemphasized the importance of girls' education by launching its Girls' and Women's Initiative. USAID has learned significant lessons through its support to girls' education programs in Africa and other parts of the developing world, and these lessons will contribute to the implementation of the new initiative.

Karen Tietjen described the Africa Bureau's support to governments that are addressing girls' education, much of which the Bureau gave within the framework of support to sector-wide, systemic reforms—a framework that relies heavily on the use of conditionality and NPA to support equity objectives. This approach, called education system support (ESS), supported different kinds of government actions in different countries, depending on needs and conditions. These actions fall into the categories of policy reforms (e.g., fee waivers, pregnancy policy, equal intake policy), institutional reforms (e.g., gender units within ministries), instructional reforms (e.g., teacher training, curricula revision), and reform support activities (e.g., social marketing, pilot projects, school incentive grants). USAID's assistance contributed to the progress made in each of these areas in various countries, and this experience taught the Agency important lessons. Solutions to increase girls' educational participation are context-specific.

Thus, the first and most critical intervention is support for national dialogue, and consensus on both the nature of the problem and strategies for approaching it. Many of the barriers to girls' participation are not amenable to simple policy or program solutions. Girls' education must be addressed within an overall context of educational reform, and girls must be the primary focus of the reform. The USAID program in Malawi has exemplified this approach.

Susan Clay summarized the girls' initiative in Guatemala, a successful multi-sector effort to address the problem of girls' poor access and retention in primary school. With USAID's support, the Government of Guatemala created and implemented policies to support girls' education; public and private-sector institutions made resource commitments and assumed responsibility for funding and implementing actions; communities participated in the design and implementation of actions; and local NGOs implemented programs. Research shows that the combination of these actions was cost-effective and increased girls' primary school retention and completion rates and their academic achievement. Moreover, community members adopted more positive attitudes toward the education of their children.

Diane VanBelle-Prouty focused on what happens to girls in African classrooms that USAID and its partners have documented through their support programs. She began by recounting her own experience as a girl in primary school, and likened that experience to that of young girls in Africa, where girls often suffer from both overt and subtle discrimination by teachers, teasing by teachers and other students, and demands on their time for domestic chores, both at school and at home, all of which deprives them of time equal to that of boys in school. The Africa Bureau is supporting minis-

tries of education in their research on what happens to girls in the classroom and in their efforts to train teachers and communities to pay more attention to the inequitable treatment of girls.

The presenters made the following papers available:

Clay, Susan A., *The Education of Girls in Guatemala: From Oversight to Major Policy Initiative*, Comparative and International Education Society (CIES) Conference, San Diego, California, March 21-25, 1994.

USAID, "Overview of the Girls' and Women's Education Activity," from the Request for Proposals for the Girls' and Women's Activity, Global Bureau, 1995.

Tietjen, Karen, *Educating Girls in Sub-Saharan Africa: Towards Defining USAID's Approach and Emerging Lessons for Donors*, USAID, 1996.

Fact Sheet on Girls' Education in Sub-Saharan Africa.

An Environment of Discouragement (Anecdotes on how girls are treated in the classroom).

Health and nutrition as education inputs

James Williams, Sam Adjei, and Michelle Folsom, presenters

This session provided presentations designed to raise participants' awareness of research on the educational implications of the health and nutritional status of African children, and programmatic strategies for achieving better educational outcomes through nutrition and health activities.

A growing body of research suggests that the effectiveness and efficiency of educational inputs depend to a large degree on the nutritional and health status of children. Perhaps more important is the growing awareness that primary schools can be cost-effective locations

for treating a number of health and nutritional conditions of children. In addition, many researchers feel that attention to the reproductive health needs of adolescents is essential, if children—as well as their families, communities, and societies—are to realize the full developmental benefits of basic education, particularly among girls and women. Research has also demonstrated that attention to the reproductive health needs of adolescents is essential, particularly in Africa where nearly half the children in primary school have reached adolescence and where girls are at particular health risk.

James Williams gave an overview of health problems that contribute to poor student learning, such as nutritional deficiencies, worms, and malaria. Since the prevalence of these conditions varies from place to place, interventions designed to address them must be customized. At this time, operations research is taking place in limited areas of Africa on how schools can cooperate with health ministries to diagnose and treat deficiencies and diseases. Williams summarized the low to medium-cost treatments for these afflictions and suggested how teachers can help address some of these problems. Interventions fall into four categories: diagnosing and treating deficiencies and diseases; improving school facilities (primarily drinking water and latrines) to prevent the spread of disease; teaching health and nutrition in the classroom; and changing policies (such as male teachers' relationships with female students). Williams appealed to educators to consider children's health and nutrition as critical inputs into the school system.

Sam Adjei presented results of one of the operations research programs mentioned by Williams earlier, the Ghana Partnership for Child Development II. The program is designed to begin defining the health needs of school children in Ghana, the resources required to address these needs, and the roles the health and education sectors can play in carrying out this work. The project has four components: selecting the areas of intervention (schistosomiasis

and hookworms); undertaking base line surveys of children's health; executing the intervention (dietary supplements and medication), and calculating the effects. Some results have been dramatic. In schools where students were treated for hookworm, for example, incidence decreased from 52 percent to less than 3 percent. Adjei recommended that these kinds of initiatives focus at the regional and district levels, where consensus between ministries is easier to achieve. The problems researchers faced included gaining teachers' cooperation, especially when teachers were ignorant of health issues, and were reluctant to discuss them with children without guidelines about what to teach, and few textbooks. He suggested that educators and policymakers focus on what is required at the school level to make an intervention succeed and that they provide guidance to participants at all levels on how to support the intervention.

Michelle Folsom said that 31 percent of primary school students in Malawi are over age 13, a proportion typical of most African countries. Thus, introducing reproductive health education in primary school is appropriate, as research shows that intervening in reproductive health is more effective before the onset of sexual activity. These interventions are critical because children have little knowledge of reproductive health or the potential consequences of sexual activity. While children stand to benefit most from this knowledge, few take responsibility for imparting it to them. Folsom summarized some of the risks of early sexual activity and the social and economic consequences of early childbearing. Successful reproductive health education programs work with parents and local leaders, enlist the children's input, help them rehearse skills, make use of role models, and continue long enough and with a significant investment to make a difference in children's attitudes, knowledge, and, consequently, behavior. Such programs should be narrowly focused, founded on social learning theories, provide basic and accurate information, reinforce clear and appropriate values,

and model communication and negotiation skills. Educators should begin to develop curricula, train teachers, and think about how to improve communication between children and their parents.

Handouts included:

Nutrition and Health as Educational Interventions (overhead slides)

Nutrition/Health and Education Practice and Research: A Source Book for Presentations and Dialogue. ABEL II, EDC, July 1996.

Collaborative Programs in Primary Education, Health, and Nutrition: Collaborative Meeting: Report on the Proceedings. USAID, AFR/SD, May 1996.

Miller Del Rosso, Joy, and Tonia Marek, *Class Action: Improving School Performance in the Developing World Through Better Health and Nutrition*, World Bank, May 1996.

Levinger, Beryl, *Nutrition, Health and Education for All*. EDC, 1994.

Improving education quality simulation

Ash Hartwell and Jane Schubert, presenters

This simulation engaged participants in the process of making decisions about an education reform in the fictional country of Muganzi. It was followed by a discussion of what happened during the simulation.

USAID's Improving Education Quality (IEQ) project developed an approach to supporting educational change that involves assessing what students are learning and what is happening in the school and classroom, and helping the educational system at all levels (including the community) to assimilate the information and take action, e.g., make recommendations or undertake new activities. Ash Hartwell and Jane Schubert facilitated a simulation designed to help participants experience a simplified version of a typical experience in this approach to supporting educational change.

Participants responded to a national assessment of a basic education reform that concluded that the effects on student learning had been insignificant, even though the reform program was several years old. New textbooks had been prepared and distributed, many teachers trained, and new schools built, but test results showed low reading and math scores. The minister of education appointed a task force to study the problem, develop priorities, and recommend strategies for the next stage of the reform effort. The task force comprised a local-level group of school and circuit officials and a national-level group of ministry and university officials. These two groups, which saw the reform from different perspectives, were asked to recommend how to allocate a fixed amount of resources toward solving its problems. Through the simulation, participants learned the importance of focusing on educational change at the classroom and school level and of engaging all levels of the education system in dialogue around pupil learning.

The simulation and discussion exposed participants to the IEQ cycle of educational improvement and helped them practice skills needed to manage the change process, including the use of different types and sources of information. The experience allowed them to confront different perspectives on the challenges to improving children's learning. The simulation will soon be available for general use.

Handouts included:

Schubert, Jane G., *A Snapshot of IEQ*, IEQ, 1996.

Harris, Abigail. *The Role of Assessment*, IEQ, 1996.

Education reform support

Joseph DeStefano, Luis Crouch, and Hank Healey, presenters

The three presenters facilitated an interactive activity, during which small groups ana-

lyzed a substantive reform issue and explored how it might be resolved. At the end of the session, the combined group discussed the conclusions of small groups and the analytic model itself.

The constraints to improving education policy are not just technical—they are ideological, attitudinal, affective, political, and economic. Education Reform Support (ERS) is an approach that aims to use information and analytic techniques to integrate traditional public policy analysis with public policy dialogue, advocacy, awareness, and political “salesmanship” using communication techniques. ERS, seeks to invoke these mechanisms to improve the policy decision-making process, making it more democratic, participatory, transparent, and accountable to a wide variety of stakeholders. This approach consists of an operational framework, a process for strategically maneuvering within that framework, and a set of analytical and dialectical tools, which form the substance of that maneuvering. Its ultimate aim is to build the national institutional capacity to apply this approach, helping establish and nurture a permanent reform-support infrastructure.

Joseph DeStefano and Luis Crouch categorized the substantive reform issues as those related to finance (e.g., securing budgets and diversifying funding sources), governance and management (e.g., decentralization and use of examination systems), teacher relations (e.g., salary levels and scales, and conditions of work), other input issues (e.g., construction and books and materials), and alternative delivery systems (e.g., radio, language, curriculum, and gender and ethnic equity policies). They then presented a model that AFR/SD is developing through the Advancing Basic Education and Literacy (ABEL II) project for identifying substantive reform issues and resolving these issues in a manner that supports reform efforts. The model integrates several matrices:

On A definition of process issues, such as options analysis, budgeting, legal constraints, pressure group opposition, and management capacity;

n A political map of actors (stakeholders) who can influence progress and outcomes; and

n A matching of support activities and technical tools to the actors who can use these tools or become engaged in these activities.

Using the first matrix, small groups analyzed the related issues of increasing teacher salaries and revamping the salary scale. They then considered the design steps in a salary reform process that might apply to the countries in which they worked, technical resources and donor resources that might be called upon, and procedures for engaging important actors in the process. Following this exercise and subsequent discussion, Healey described how the methodology had been applied in Swaziland.

The session demonstrated that reform is a brokered—not an engineered—process. To bring an innovation that has proven successful among a few schools to adoption nationwide is a complex process that calls for “making space” for the reform, and includes a wide range of policy-making and communication tools that the ERS methodology aims to capture.

The handout, in addition to materials used during the session, was:

ABEL II, *Education Reform Support (ERS): From Projects to Sustainable Reform, Executive Summary and First Draft*, Academy for Educational Development, July 1996.

Participatory staff development

Chris Wheeler, presenter

This session moved back and forth between a descriptive presentation of an environmental education project in Thailand and engagement of participants, who considered their personal involvement in environmental problems and how they would help design curricula and

teacher training activities to teach about these and other environmental problems.

Thailand’s Ministry of Education is working with Michigan State University to introduce a new approach to environmental education by building school-community partnerships focused on sustainable forestry projects. The project uses socio-forestry environmental awareness as an entry point for a new way of learning and teaching that enables students to construct their own knowledge. This approach also brings the benefit of interaction between primary school students and villagers, and an increased interest in forest management in the village.

Wheeler’s presentation focused on the staff development, or in-service teacher training, aspect of the project. The aim of the staff development sessions is to help teachers learn participatory learning methods. Thai teachers most frequently use a “chalk and talk” method, and may see lecturing as the best teaching model, because that is how they are taught. Typical staff development in Thailand too is most often a series of lectures to teachers, who return to the classroom having gained little from the experience. The project encourages them to move away from this, to think differently about the student role in learning, and to use different ways to engage students in the learning process so that they learn concepts through application and investigation rather than memorization. The environmental education project brings teachers into the design of the curriculum they will use, and thus actively engages them in learning methods they can use in their classrooms. The key is “guidance without control.” If teachers are too restricted in how they can influence the curriculum, they are not empowered in the education of their students. Yet they need a basic structure and step-by-step experience with lessons and methods that promote learning.

Wheeler’s presentation gave participants a taste of the staff development methods. They were put into pairs for a series of exercises: to think about a particular personal experience and respond to an environmental problem; to

consider what kinds of process and content skills students would need to find such stories in their communities; to determine what kinds of process and content skills teachers would need to help students learn such stories; and to decide what sources of support at the local level could be mobilized to help teach students in this way.

The project in northern Thailand is in the final stage of research and dissemination of results. The government is expected to expand the project to neighboring schools and to incorporate project principles into the next five-year education plan, thus expanding them to other parts of Thailand.

Handouts included:

Ten Lessons from the Environmental Education Project.
“MSU Cross-University Collaboration Helps Build Environmental Education in Thailand,” *New Educator* 1 (1), Michigan State University, Winter 1996.

Designing community participation

Joyce Wolf, Eileen Kane, and Bradley Strickland, presenters

A recent survey of 2,000 World Bank projects revealed the greatest cause of failure of development projects is a lack of community involvement in planning and implementation. Involving communities leads to better use of resources, better coverage, and greater sustainability of benefits. In education, community involvement helps bring about local ownership of the school, greater value placed on education, a more relevant curriculum, and scheduling and other management decisions that allow for greater access.

With this information, a growing number of African countries are expressing interest in programs that involve communities in the reform of education. An obstacle they face is the large amount of literature describing community par-

ticipation activities in other countries and a lack of means of judging which, if any, model will work in their own context. The result is often that what appears to be a successful model in one context is adopted with minor revision or without considering the wide range of other options in another context. Critical differences between the culture, governance, economy, or physical setting of the two countries contribute to the demise of the adaptation.

Joyce Wolf, Eileen Kane, and Bradley Strickland presented a manual and computer database that AFR/SD has developed to make information about community involvement in schools more accessible. The manual and computer database allow users to assess whether increased community participation will address a county's goals and to select strategies to meet those goals.

The database model is divided into three parts: project goals; strategies for achieving goals; and context issues such as the level of decentralization in the government and the education system. The database, once fully developed, will provide a wealth of information on education projects with strong community participation. The manual will help field workers assess the extent of the problem relating to community involvement and what can be done to solve it. It will include an extensive library of relevant documents.

After introducing the problem, the presenters organized participants into groups of three or four, each with software from which they selected instances of community participation activities from a menu. The presenters asked the groups to design an intervention within a particular context and guided the groups on the use of the database in the design exercise.

Handouts included drafts of:

Manual for Community Participation Planning Tool (CPPT).

Chart of CPPT software.

CPPT software manual.

Country presentations

Ethiopia

Tassew Zewdie, the Cognizant Technical Officer, Aberra Makonnen, the Results Manager, and Tom Tilson, the contractor's Chief of Party presented an overview of USAID's Basic Education System Overhaul (BESO) project. BESO, which began in 1995, is the newest USAID basic education program in Africa, and supports Ethiopia's ambitious plan to reform primary education and decentralize authority to the regions. Focusing on Tigray, in the north, and the Southern Nations, Nationalities, and People's Region (SNNPR), in the south, BESO aims to strengthen regional capacity to develop effective instructional materials, train better teachers and school directors, and develop policy options, plans, and budgets to effectively allocate resources. It also works with the central ministry, especially in the area of policy analysis.

BESO employs a systems approach, working simultaneously from the top down and the bottom up. Program NPA supports education nationwide by adding funds to the national treasury; in the two focus regions, the project reaches down to the zones and districts for many activities, and through a special incentives program, it will support collaborative efforts between communities and schools. The project will also support the government's activities in curriculum and materials development, monitoring and evaluation, gender equity, decentralized management, and financing.

Guinea

Workshop participants from Guinea presented an overview of the Programme

d'Ajustement Sectoriel de l'Education (PASE) [Education Sector Adjustment Program], emphasizing the issue of donor coordination. They highlighted the historical need for the program, how the coordination of all the donors working in the sector was framed, and the various successes the PASE has achieved.

A key element of PASE's success is the function and structure of the steering committee and the technical secretariat. In addition to coordinating and evaluating the project, the secretariat approves annual action plans for each project component, thus assuming a key level of control and responsibility for schedules, finances, and substantive action. It tracks the implementation of both educational policy recommendations and project activities.

Government's response to donor conditionality has been a critical issue in Guinea's experience. Because of the deteriorating macroeconomic climate and persistent liquidity crisis in Guinea, the Ministry of Finance frequently was unable to meet budget commitments to the education sector in a timely fashion. This often resulted in delays for tranche release and failure to meet time-based donor conditionalities.

Significant impacts of PASE since 1990 include the construction of 3,000 classrooms using a community-participation approach; an increased share of the budget going to education (from 13 to 27 percent); an increased share of the education budget going to primary education (from 30 to 39 percent); an increase in non-salary expenditures in primary education (from 2 to 20 percent); a rise in the gross enrollment rate (from 28 to 40 percent, and for girls from 19 to 26 percent); the creation of a budget unit in the financial management office; the launching of a national campaign for statistical data collection and operational school mapping; and the introduction of multigrade teaching in rural

areas and of double-shift teaching in urban areas.

Priorities for the next phase of PASE include construction of 780 classrooms, mostly multigrade; implementing a fundamental quality level (FQL) approach to planning; increasing community participation; establishing a network for textbook distribution and management; computerizing data on personnel and staff development; improving student health; progressively increasing the primary education budget from 35 to 43 percent of the overall budget by 2000; hiring 600 new teachers each year; and promoting and extending private education.

Lesotho

Lesotho's country presentation was entitled "USAID as a Cooperating Partner." Mathebang Makakole, Director of Planning, described the development of the education sector since 1980. USAID became active during the 1980s with the Basic Education/Nonformal Education System (BANFES) project. In 1991, BANFES was succeeded by a primary education program that gave greater control to Lesotho planners. Improvements in educational quality, efficiency, and equity were documented in an assessment report. Despite these advances, \$3.6 million of NPA funding was lost because Lesotho did not fully meet conditionality, thus ending Lesotho's NPA partnership with USAID. Ntsebe Kokoma, Chief Education Officer, detailed recent improvements in primary education: more teachers hired; more classrooms built; and less classroom crowding. The Education Reform Act of 1995 decentralized educational planning and increased teacher support at the district level. In hardship areas, the government instituted teacher pay incentives and provided daily support to some schools through the use of district resource teachers. Mathebang Tsira, Deputy Director of Academic Affairs at the National

Teacher Training College, talked about pre-service and in-service training for teachers. Finally, Nthunsi Maphasa, Director of the National Curriculum Development Center, summarized changes in curricula.

Malawi

The presentation summarized two successful activities: the reforms in the production and distribution of learning materials, and the social mobilization campaign.

Shobna Chakravarti, USAID Education officer, described the process through which USAID had persuaded the Ministry of Education to make more learning materials other than textbooks available to schools at lower cost. The ministry had for years been using a parastatal organization to procure and distribute pencils, notebooks, and other materials. But this system was not efficient, and the government, after studies and negotiations, agreed to open the procurement system to private bidders as one of the conditions of NPA funding. When the time came, however, to take the business away from the parastatal, the ministry hesitated. USAID remained firm on the conditionality, and, after implementing the changes on a pilot basis, the government revised its procedures nationwide. The result has been more materials in more classrooms at a lower cost to the government.

Janet Robb, National Coordinator of the Social Mobilization Campaign (SMC), presented the Girls' Attainment in Basic Literacy and Education (GABLE) project's campaign, designed to use sound marketing and publicity techniques in the research, generation, and dissemination of messages focusing on girls' education. The message SMC is marketing is that primary education for girls is useful to both the girls and society. The target groups are school-age girls and their guardians, teachers, peers, and community leaders. The campaign was piloted in one of Malawi's 27 districts to determine target

audiences, test strategies, and identify constraints. Key components are the work of trained theater performers in the assessment of community needs and interests and the training of a range of local officials as well as school officials in community support for girls' education. The campaign is now being implemented in more districts, with good indicators of success: Girls' enrollment has increased, and the dropout rate is lower for girls than for boys. Robb stressed that this success came after long periods of testing and learning from trial and error, and that the process of developing a campaign within a district takes about a year.

Namibia

The Namibia presentation gave some background on the USAID Basic Education Support (BES) project and focused on language policy issues. Cathy Miles presented a brief account of USAID's history of support to the education sector and its current work, which began in 1994. Patty Schwartz discussed the complexity of issues related to national language policy and the implications of that policy for the education sector. In 1990, Namibia chose English as the primary national language but determined also to preserve 12 other Namibian languages. The national policy of reconciling factions that opposed each other during apartheid is a key consideration in this language policy. Another is to help the many language groups enhance their cultural identities, which were denigrated during apartheid.

The schools are mandated to teach both English and mother languages. Since independence, the education sector has held a series of meetings on how best to preserve mother languages and introduce second and third languages in schools. This general goal presents many specific policy and implementation problems. Goals of national reconciliation, for example, conflict with other goals of reducing

inequities when the Ministry reallocates resources from Afrikaans language training to training in 10 to 12 other languages. The present policy is that schools teach in mother languages during the first few years, introduce English as a second language, and then teach in English, offering other languages as second languages. The government's National Institute of Education Development is working on methods to train teachers in language teaching and to involve communities more closely in their schools. USAID's assistance is in developing curriculum and materials in national languages, financing translations, and introducing continuous assessment and assessment at the end of grade 4. Assessment has become a difficult issue because of resistance to change, both from pre-independence bureaucrats and from communities.

South Africa

In two sessions, the South Africa Mission and its institutional contractors presented an overview of USAID's assistance to the education sector. USAID has been providing assistance for the development of a unified, nonracial education system since 1986. For most of this time, USAID's efforts focused exclusively on strengthening and supporting non-governmental organizations (NGOs) in the education sector. In the last two years, USAID's program has been undergoing a major transition in line with the nation's transformation from apartheid to democracy.

Bill Duncan, head of the strategic objective team for education, presented a broad overview of USAID's current education program. Life-of-project funding for education now stands at \$380 million, 38 percent of the Mission's total portfolio. Support for basic education at the primary and adult levels has been directed through three projects: Education Support and Training (ESAT), South Africa Basic Education

Reconstruction (SABER), and Adult Basic Education and Training (ABET). These projects have directed support to over 70 NGOs in the education sector. The Mission is now negotiating bilateral contracts directly with two provincial departments of education for assistance in policy formulation, system development, capacity enhancement, and partnership-building with NGOs.

Through the ESAT, SABER, and ABET projects, three institutional contractors are providing services to the NGO community and to the national and provincial departments of education. Representatives of each contractor gave brief presentations on their activities over the past two years as they moved from working exclusively with NGOs to working with both NGOs and government departments of education.

Julie Ready, director of ABEL/South Africa, reported that since 1992, the Advancing Basic Education and Literacy project in South Africa has provided support to over 70 NGOs, representing a diverse array of programs in the education sector: early childhood education, adult education, teacher development, and the subject areas of English, math, and science. ABEL assistance has focused on capacity building and institutional development to help the NGOs become viable and independent institutions in the new South Africa.

Bobby Soobrayan, a consultant with the Improving Education Quality (IEQ) project, said the project has been active in South Africa since 1993, working with the community of education NGOs in program evaluation and teacher performance assessment. The project is now focusing on informing the provincial departments of education about the relative quality and effectiveness of the many different NGO services available to the government and about the critical role of assessment and monitoring.

Gayla Cook, director of the basic education indefinite quantity contract (IQC) managed by Aurora Associates, reported that group has been working with the nine provincial departments

of education in the areas of policy formulation and strategic planning. Each province is developing, staffing, and defining the responsibilities of an entirely new department of education to oversee the delivery of an integrated, unified, and nonracial system of education and training.

Uganda

Bill Kromer, the SUPER Chief of Party, and other participants from Uganda presented an overview of the USAID Support for Ugandan Primary Education Reform (SUPER) project's work. The program has both NPA and project activities; focuses on in-service teacher training; and, after piloting in two districts, is moving into more districts. A full-time training coordinator is placed in a coordinating center school, which forms the core of a cluster of 12 schools. The training coordinator visits schools regularly and holds regular meetings with teachers within the cluster. Training emphasizes the use of new teacher-training materials, which are presented in modules. There are also training modules for head teachers. Uganda has made great progress in raising teachers' salaries, an early condition of NPA funding, but an action that has gone beyond the requirements of that condition. Ghost teachers have been eliminated from the payroll and the teaching force reduced by about 10 percent as a result, with a current ratio of about 40 students to one teacher. Teachers have been more equitably distributed between urban and rural areas, and communities have been encouraged to build schools with the incentive of getting more teachers. The ministry has also been successful in opening up textbook procurement to the private sector. Seventeen companies now produce books (up from two) and sell them directly to schools through consolidation assistance from the ministry.

One project component that has not met with success is the school incentives program, which is intended to provide special support for

girls on a school-by-school basis. Instead incentive funds have been used for income-generation activities, and revenues go to the general school fund where they make no apparent im-

pact on the quality of the school. The problems with this program appear to stem from the communities' lack of involvement.

Closing plenary

From research to action

James Williams and Frances Hays, presenters

At the final plenary, James Williams presented AFR/SD's thinking about how to disseminate information so that it actually gets used in solving problems. Dissemination has often meant nothing more than conventional distribution of documents—document drops—which does not generally result in much change in practice by the intended user. AFR/SD has tried to think beyond document drops to using more functional approaches to dissemination. Much dissemination work has been planned in the form of an analytic research agenda, input to which participants in the 1994 Kadoma workshop provided. In addition, AFR/SD's frequent contact with the field through design work, technical assistance, e-mail, and so on, has led to what might be called opportunistic dissemination, embedded in the services staff members provide to country programs.

The analytic research agenda is resulting in a range of products, including—as workshop participants experienced first hand—new formats and methods of dissemination such as interactive software, simulations, and “tool kits.” These make it easier for the user to pinpoint and incorporate what is useful.

Engaging in dialogue with and providing technical assistance to decisionmakers creates opportunities to disseminate timely and relevant information. This opportunistic dissemination generally starts with the introduction of a theme, idea, or hypothesis, which then leads to the use of new vocabulary among the stakeholders. This theme is gradually refined, solidified, and further disseminated through continued dialogue. The tools used in this kind

of dissemination are training and activities that help stakeholders understand and think through ideas. Finally, the new ideas and experience get documented in Results Reviews and, eventually, are incorporated into other frameworks, policies, designs, practices, and research reports.

Follow-through on the workshop and other AFR/SD activities

The AFR/SD staff who organized and presented this workshop see one of the office's important roles as providing analytic information to those African educators and USAID staff supporting basic education projects. Thus, they built activities into the workshop that would help them follow through on issues and interests expressed at Dikhololo.

At the end of each session, workshop organizers solicited information from participants on their perceived value of that session and its relevance to their efforts at home:

- In terms of the priorities and issues facing basic education (or USAID's support of basic education) in your country, list the three (or so) most important themes/ideas that emerged from this session.
- How do these themes/ideas related to the education priorities of your country?
- How could the themes/ideas and related materials presented in this session be applied in your country?

In this session, Frances Hays asked participants to work in country groups to synthesize their responses to these same three questions. She also asked the groups to respond in writing to these additional questions:

n What kind of support would be needed to carry out the applications you listed?

n Of these applications, which would be so important to your country priorities that you would push for funding?

n Which of your analytic/research needs are not currently being addressed?

n Which analytic/research activities going on in your country should USAID know about or collaborate in?

Participants' interest in further assistance

Using written questionnaires, a number of country groups responded to the solicitation of information on what kinds of support they might need to implement what they had learned:

n Swaziland would like continued services from AFR/SD after USAID/Swaziland closes, even though education will not be central to the new regional program..

n Guinea would like technical assistance in running workshops.

Country groups were also asked to describe what needs they might have for analytical research. The following responded:

n Namibia is interested in analytical research on: policy formulation and implementation;

the process of decentralization; and fundamental quality level (FQL) indicators.

n Namibia also described some activities currently in progress in which USAID might participate: cost analysis and sustainability studies; evaluation of the basic education teacher diploma; and a study on learner achievement in English in grade 6.

n South Africa stated that its research needs include: effects of testing, assessment, and outcomes; and innovations in governance and school finance in a country with serious inequity problems.

n Ethiopia's expressed research needs that include: alternative models for expanding access; instructional-language policy, costs and benefits; teacher retention, especially in rural areas; and a costs assessment.

n Benin says it needs assistance in revising its NPA conditionality; workshop participants asked whether the SARA project could assist.

These responses offer occasions for "opportunistic" dissemination of information through policy dialogue and technical assistance and for targeted delivery of documents covering information and the experience of others in these areas. AFR/SD is following up on these requests.

Evaluation

At the final plenary session, participants were asked several questions intended to help the AFR/SD/HRD staff evaluate the workshop.

n How useful and relevant was the content of each of the break-out and plenary sessions?

Participants responded that sessions were well presented and geared to solving specific problems. The sessions were in tune with countries' current issues and activities, and they offered adequate variety to make sure everybody found something useful. Participants benefited from hearing about other countries' experiences and from the opportunity to interact with other professionals, exchanging ideas and experiences.

Some suggested that the comparative experiences of different country programs could be emphasized more. One participant thought the effectiveness of the sessions was lessened by too great a volume of information, which was hard to assimilate. Another wanted more thematic unity to the conference.

n How effective were the processes and methods of presentation in each session?

Most participants reported that the presentation methods were effective and that some sessions were more effective than others. Many said the frequent use of participatory methods made the workshop excellent. Several welcomed the exercises as productive breaks in long sessions. Three of the 35 respondents thought that

the methods of presentation were ineffective, and one stated specifically that there was too much reliance on overhead projectors and slides.

Several noted that they would like to have had more time for discussion in sessions, to benefit fully from other participants. Others felt the presentation of information in some sessions was too dense to be digested.

n Please comment on the pacing, setting, and organization of the conference. What are your suggestions for future planning?

Everyone agreed that the organization of the conference was excellent. Most found the pacing of the conference to be challenging, but not exhausting. Again, they stressed the need for more time between sessions to allow for social and intellectual interaction among colleagues, who had little opportunity to discuss or synthesize information. This implies that future conferences should leave more time for discussion, both within sessions and between them.

Most respondents liked the setting very much, but many found the South African winter chilling. Some wanted easier access to niceties such as television, radio, and telephones. Though this was not a unanimous opinion, future conferences should take into account these desires.

Some urged that these workshops be held annually.

Altogether, workshop participants appreciated the opportunity to share experiences on a collegial basis and to engage actively with each other in a variety of learning experiences.

Appendix A:

USAID Re-Engineering Session

USAID Re-engineering session

Ash Hartwell and Karen Tietjen, presenters

On the Saturday prior to the arrival of most conference participants, USAID staff were invited to a session on the relevance of re-engineering concepts and procedures to the basic education programs in Africa. In particular, the session was intended to help them understand the purpose of the Results Review (R2) document and provide guidance on how to prepare it.

Ash Hartwell set the stage for discussion of the R2 document. The core values behind re-engineering are customer focus, results orientation, teamwork, empowerment, and accountability. These are embodied in USAID's new expectations of programs, new design and reporting procedures, and new forms of accountability, including the R2 and Results Review and Resource Request (R4) documents.

Re-engineering appears to be having both positive and negative effects on education programs in Africa. Strategic objective (SO) teams that include representatives from the ministry of education, for example, have been helpful. Preparation of the R2 document is a good exercise for understanding the country program. On the other hand, the re-engineering process has consumed countless hours and much energy, taking away opportunities for productive meetings with partners and visits to activities in the field. The R2 does not present nonlinear progress—results that do not appear during the first one or two years—in a good light. Participants raised questions about the relationship between government objectives and USAID's SOs, the flexibility of SOs, the inadequacy of resources available to design SOs and Results Frameworks, and poor communication

with Washington on R2 timing and requirements.

Karen Tietjen shared her experience and findings from conducting analyses of R2s in Washington and led participants in exercises to help them prepare more informative, analytic, compelling, and technically correct R2s. She began by pointing out that problems in preparing R2s often derive from problems in the SO itself, in the program designed to achieve the SO, and/or the monitoring and evaluation plan intended to track that implementation. The results of problems at any of these stages is a lack of valid impact indicators, inadequate or unconvincing data to demonstrate impact, and lack of means to interpret data in the R2 report.

Tietjen reviewed with participants the impact to date of USAID's education programs in Africa, looked at the key issues and quandaries in impact assessment, identified the characteristics of a "good" R2, described problems associated with data presentation and reporting, reviewed elements of good R2 reporting, and advised on how to improve the R2 preparation and review process. She summed up the details of these discussions with four messages:

Early observations about the pace of education reform and the impact of USAID's ESS programs in Africa have been borne out by experience, with some refinements in understanding.

R2 reports are the primary (sometimes only) means of communicating information about USAID's education programs to decisionmakers in Washington. Resource allocations to education activity, country program, education sector, and region are materially affected by R2 reports.

As most R2 reviewers are both unfamiliar with the education sector and country program, an informative, compelling, and user-friendly

presentation should be made in the R2 report.

Simple improvements in R2 report data presentations and in the R2 preparation and review process can increase chances that ESS programs are appreciated and assessed.

Julie Owen-Rea concluded the session by expressing her concerns about the direction of education programs within USAID's current environment. She shared questions she has raised with the Africa Bureau on future funding of education programs and the decision to eliminate nearly one-third of the Agency's education officers. How do these actions reflect top management's view of USAID's plans for the education sector? Owen-Rea reported that the

funding level for next year is about what it has been, but staff positions, including, possibly, contract staff, are reduced to the point where programs will be difficult to manage.

Handouts from the session included the following, used by Tietjen in her presentation:

USAID Education Sector Support Programs in Africa: System-Level Impacts (1994).

Ten DO's for R2.

Typology of R2 report problems.

R2 Wrap-up (AFR/SD/HRD/Education, May 17, 1996, presented by Karen Tietjen.

Challenges to impact measurement and R2 reporting.

Re-engineering: Expectations and experience, (Hartwell).

Appendix B:

Presenter Background Information

Presenter background information

List of Presenters

Sam Adjei

Sam Adjei heads the Health Research Unit in Ghana's Ministry of Health. Adjei has established a strong international reputation in operations research. He also heads Ghana's Partnership for Child Development and has responsibility for the Partnership's portfolio of school health research and interventions in Ghana.

Susan Clay

Susan Clay is coordinator for girls' and women's education at USAID's Global Bureau, and organized the design of the agency's Girls' and Women's Education Project. Previously, she was Chief of the Education Division, USAID/Guatemala, where she supported Guatemala's innovative public-private sector partnership for girls' education. She has conducted research in teacher training, curriculum development, bilingual education and community participation the United States, Europe, and Latin America. She has served as school administrator in Brazil, Peru, and Mexico, as well as a primary school teacher (preschool through eighth grade).

Luis Crouch

Luis Crouch has a Ph.D. in economics and currently leads Research Triangle International's group in Policy Support Systems (PSS). He has developed PSS as an approach that integrates aspects of information and data management, analysis, political economy, and marketing and advocacy. The approach is aimed at supporting donor and country efforts in sustainable sectoral reform. Crouch has experience in all areas of the

public policy spectrum including education and other sectors. Crouch has experience in more than 15 USAID countries throughout Latin America, Southeast Asia, and Africa. More recently he has worked in Lesotho, South Africa, Mali, Guinea, and Ethiopia. His substantive areas of interest are the public and private finance and economics of education and other social sectors, the management of the modernized state, and the political economy of reform.

Joseph DeStefano

Joseph DeStefano is an education policy analyst for USAID's Africa Bureau. During his four years with the Agency, he has coordinated analytical activities on Education Reform Support, Conditionality, and Educational Supply and Demand. Prior to working for USAID, he spent four years at the World Bank in the education sector—two of these years were spent in Guinea where he had previously been a Peace Corps volunteer.

Michelle Folsom

Michelle Folsom is the female education advisor at USAID's East Africa Regional Economic Development Office, where she focuses on adolescent reproductive health for East and Southern Africa. She holds a Masters of Public Health degree from Boston University, where she also developed considerable expertise in communications.

Ash Hartwell

Ash Hartwell is an education advisor with USAID's Africa Bureau. He has 20 years of field experience working at community, national and international levels on educational policy analysis, planning and research. He has provided technical assistance and training for the establishment and strengthening of educational plan-

ning divisions in Uganda, Lesotho, Botswana and Egypt. He has provided leadership in establishing innovative educational programs and policy analysis for basic education reform in Ghana and Egypt.

Frances Hays

Frances Hays is a senior program officer in the International Basic Education department of the Academy for Educational Development (AED). She serves as the director of the Clearinghouse on Basic Education under the USAID-funded Advancing Basic Education and Literacy Project. Over the past 10 years, she has focused on facilitating the application of lessons learned and research findings to programs and practice in the field of basic education.

Hank Healey

Hank Healey has a Ph.D. in education from Cornell University and is presently a senior education scientist in education policy and planning at the Research Triangle Institute. He has experience in the design, development, and institutionalization of PSS aimed at bringing relevant and targeted information to bear on the policy-making process. He is currently assisting USAID's Africa Bureau to define and operationalize a new approach to sustained sector-wide education reform in Africa. In South Africa, Healey's work provided policy options for decisionmakers at the highest levels of government and helped shape the design of post-apartheid education. Healey also helped develop a private sector policy to support NGOs working to keep the South African education policy process based on ongoing, informed, focused, and democratic public debate. In Swaziland, Healey helped design the National Education Symposium and provided technical support in the conceptualization and drafting of the Education Development Strategy. His work in Swaziland will continue with technical assistance to the Education Reform Group, strengthening them to become the engine of

ongoing reform. In Namibia, he is developing policy tools and reform support capacity to help the Ministry of Education examine the implications of various policy options.

Eileen Kane

Presently a consultant to USAID, ILO, and the World Bank, Eileen Kane has combined teaching all fields of cultural anthropology with fostering a commitment to development-related applied research, with a specific focus on gender and education. She has been active in adapting participatory research techniques to the study of educational issues and has continued to provide training in both participatory research and rapid assessment. She is currently working with Joyce Wolf to analyze the contextual background of major strategies that have been used around the world to increase community participation in education and how they might be adapted for use in other countries.

Jeanne Moulton

Jeanne Moulton is a consultant for USAID, its contractors, and other organizations. She has worked on the design and evaluation of education programs, including some of those now operating in Africa. Her recent research includes topical items including: how teachers use textbooks; the effect of non-formal education on women's reproductive health and other "modern" behaviors; the delivery of basic education through alternative means; broader definitions of "intelligence", and models of implementation.

Julie Owen-Rea

Julie Owen-Rea began her development career in 1970 in the United States with an enrichment program for low-income primary school children. From 1972-75 she, with the Peace Corps, built capacity in the hotel/tourism industry in Senegal. A two-year stint at Harvard's School of Education exposed her to development theory. Since 1978 she has been a USAID education and training officer for Africa.

Diane VanBelle-Prouty

Diane VanBelle-Prouty began her teaching career as a multi-grade lower primary teacher in rural Canadian schools. In 1978 she began nearly 10 years of teaching in mission-sponsored educational institutions in Zaire and Rwanda. During this period, she was actively engaged in community development activities including adult literacy classes, micro-enterprise initiatives for women, well baby clinics, and immunization programs. While in Rwanda, she established a diagnostic clinic that worked collaboratively with local primary schools identifying children at risk of becoming school leavers. She and her students worked with local primary teachers at improving their instructional techniques particularly in reading/writing and math content areas. Diane holds a Ph.D. in educational policy, curriculum and instruction from Michigan State University. Currently, she is a member of AFR/SD's education team.

Jane Schubert

Jane Schubert is the director of the Improving Educational Quality project and vice-president of the Institute for International Research. Schubert has held leadership positions in support of research, training and educational development in Africa, Latin America, and parts of Asia. Early in her career she was distinguished for her research on women's leadership roles in education. Currently, as director of IEQ, she is responsible for technical and administrative oversight for research in Ghana, Guatemala, Mali, South Africa, and Uganda.

Bradley Strickland

Bradley Strickland holds a Ph.D. in anthropology from the University of North Carolina at Chapel Hill. His dissertation examined traditional political life among rural Kunda villages in the Luangwa Valley of eastern Zambia. His ongoing research examines historical and contemporary African relationships to national and international institutions. His work in basic edu-

cation has focused primarily on rural African community responses to the HIV/AIDS epidemic, and also on rural responses to the national wildlife conservation effort. Strickland has also worked at the University of North Carolina School of Public Health in research projects on youth violence, and most recently he served as research coordinator for the UNC Program in Public Ethics. He is a new 1996-97 American Association for the Advancement of Science (AAAS) Diplomacy Fellow, assigned to AFR/SD.

Karen Tietjen

Karen Tietjen is an education economist for USAID's Africa Bureau. She has over 15 years of experience in working in developing countries, in Southeast Asia, Latin America, and Africa. The focus of her work for USAID has been on education policy reform and planning. She co-authored USAID's analysis of its approach to education in Africa, and has provided technical support to missions on program design, implementation and evaluation. She prepared USAID's monograph on strategies to support to missions on program design, implementation and evaluation. She prepared USAID's monograph on strategies to support girls' education, worked with African governments to analyze educational demand issues and develop national equity strategies, and assisted the Global Bureau in formulating the approach and results framework for the Girls' and Women's Education Project.

Christopher Wheeler

Christopher Wheeler is a professor in the College of Education at Michigan State University. For the past nine years he has conducted research in Thailand on rural primary and secondary schools, first under the USAID-funded BRIDGES project and currently with support from a number of organizations, including the Ford Foundation. His present work focuses on strategies for changing school-community relations, creating teacher learning communities, and providing more local and participatory support for teacher improvement.

James Williams

James Williams is an education policy researcher in USAID's Bureau for Africa. His research includes the management of education systems, especially the processes and meanings of decentralization; the external effects of education; the educational implications of health and nutritional interventions; and the comparative role of education in the social and economic development of Africa and East Asia.

Joyce Wolf

Joyce Wolf is an education advisor with AFR/SD. Wolf is an anthropologist whose original training focused on culture, symbolic analysis, and South Asia. She was on staff at the University of Michigan and at Harvard prior to focusing on development, education, and Africa. Her current research activities include: an inter-generational study of the impact of education on women's lives in northern Ghana; an investigation of the policy implementation process in Namibia and Malawi, and the creation of a tool for designing community participation interventions.

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Appendix D: Agenda

Basic Education Workshop

Dikhololo Game Lodge

Brits, South Africa

July 20 - 25, 1996

Saturday, July 20:

8:30-6:00 **USAID Participant Sessions**

Sunday, July 21:

8:30-9:30 **Breakfast**
Dikdikkie Restaurant

12:00-2:00 **Lunch**
Dikdikkie Restaurant

**Free for all USAID Participants
&
Arrival of Non-AID Participants**

6:00-8:00 **Kickoff Dinner & Welcome**
Julie Owen-Rea, AFR/SD/HRD-Ed
Location: Maroela

Evening Entertainment: Children's Choir

9:00-10:00 **Optional Education Films**
"The Journey Begins"
"May the Night be Short"
"Teachers of the Karakorums"
"Aapla Varg: The Story of PROPEL"
Location: Rooibos

Monday, July 22:

8:00-8:30 **Breakfast & Registration**
Dikdikkie Restaurant

8:30-10:00	Plenary I <i>Kadoma Retrospective: Where are We Now?</i> <i>Moderator: Jeanne Moulton</i> <i>Location: Maroela</i>
10:00-1:00	Session I GROUP A <i>Designing Community Participation in Education</i> <i>Organizers: Joyce Wolf, Eileen Kane, & Bradley Strickland</i> <i>Location: Rooibos</i> GROUP B <i>Locally Based Teacher-Staff Development</i> <i>Organizer: Christopher Wheeler</i> <i>Location: Maroela</i> GROUP C <i>Health & Nutrition as Educational Inputs</i> <i>Organizers: James Williams, Sam Adjei, & Michele Folsom</i> <i>Location: Karee</i>
1:00-2:30	Lunch <i>Dikdikkie Restaurant</i>
2:30-5:30	Session II GROUP A <i>Education Reform Support</i> <i>Organizers: Joseph DeStefano, Hank Healey, & Luis Crouch</i> <i>Location: Karee</i> GROUP B <i>Health & Nutrition as Educational Inputs</i> <i>Organizers: James Williams, Sam Adjei, & Michele Folsom</i> <i>Location: Rooibos</i> GROUP C <i>The Improving Education Quality Cycle Simulation (IEQ CycleSim)</i> <i>Organizers: Ash Hartwell & Jane Schubert</i> <i>Location: Maroela</i>
5:30-7:00	Mission/Country Presentations <u>Guinea</u> <i>Topic: Education Project Coordination Between Beneficiary Countries & Finance Partners: Guinea's Experience</i> <i>Location: Karee</i> <u>South Africa</u> <i>Topic: To be Announced</i> <i>Location: Rooibos</i>

Uganda
Topic: Policy Support
Location: Maroela

7:15-10:00 **Dinner & Official Welcome**
Location: Piet-My-Vrou

Evening Program - Soweto String Quartet
South African Wine Tasting
Art & Craft Exhibition

Tuesday, July 23:

8:00-8:30 **Breakfast**
Dikdikkie Restaurant

8:30-10:00 **Mission/Country Presentations**
Lesotho
Topic: To be Announced
Location: Karee

Namibia
Topic: To be Announced
Location: Maroela

South Africa
Topic: To be Announced
Location: Rooibos

10:00-1:00 **Session III**
GROUP A
Health & Nutrition as Educational Inputs
Organizers: James Williams, Sam Adjei, & Michele Folsom
Location: Rooibos

GROUP B
The Improving Education Quality Cycle Simulation (IEQ CycleSim)
Organizers: Ash Hartwell & Jane Schubert
Location: Maroela

GROUP C
Education Reform Support
Organizers: Joe DeStefano, Hank Healey, & Luis Crouch
Location: Karee

1:00-2:30 **Lunch**
Dikdikkie Restaurant

2:30-5:30	<p>Session IV</p> <p><i>GROUP A</i> <i>The Improving Education Quality Cycle Simulation (IEQ CycleSim)</i> <i>Organizers: Ash Hartwell & Jane Schubert</i> <i>Location: Maroela</i></p> <p><i>GROUP B</i> <i>Education Reform Support</i> <i>Organizers: Joseph DeStefano, Hank Healey, & Luis Crouch</i> <i>Location: Karee</i></p> <p><i>GROUP C</i> <i>Educating Girls in Africa: What We Have Learned & Lessons For Future Applications</i> <i>Organizers: Karen Tietjen, Susan Clay, & Diane VanBelle-Prouty</i> <i>Location: Rooibos</i></p>
5:30-7:00	<p>Mission/Country Presentations</p> <p><u>Malawi</u> <i>Topics: Private Sector System: Procurement & Distribution of Learning Materials;</i> <i>GABLE Social Mobilization Campaign</i> <i>Location: Rooibos</i></p> <p><u>Ethiopia</u> <i>Topic: BESO Project</i> <i>Location: Karee</i></p> <p><u>South Africa</u> <i>Topic: To be Announced</i> <i>Location: Maroela</i></p>
7:00-9:00	<p>Dinner <i>Dikdikkie Restaurant</i></p>
8:30-10:00	<p>Optional Education Films <i>“Not Only the Children”</i> <i>“Baldia Home Schools - Filling Gaps in Education”</i> <i>“Teaching/Learning”</i> <i>“Escuela Nueva”</i> <i>“Community Schools”</i> <i>Location: Rooibos</i></p> <p>Optional Game Drives <i>Location: Meet at Reception Area</i></p>

Wednesday, July 24:

- 8:00-8:30 **Breakfast & Registration**
Dikdikkie Restaurant
- 8:30-10:00 **Plenary II**
From Analysis to Action
Presenter: Frances Hays
Moderator: Jeanne Moulton
Location: Maroela
- 10:00-1:00 **Session V**
GROUP A
Locally Based Teacher-Staff Development
Organizer: Christopher Wheeler
Location: Karee
- GROUP B**
Educating Girls in Africa: What We Have Learned & Lessons For Future Applications
Organizers: Karen Tietjen, Susan Clay, & Diane VanBelle-Prouty
Location: Maroela
- GROUP C**
Designing Community Participation in Education
Organizers: Joyce Wolf, Eileen Kane, & Bradley Strickland
Location: Rooibos
- 1:00-2:00 **Lunch**
Dikdikkie Restaurant
- 2:00-5:00 **Session VI**
GROUP A
Educating Girls in Africa: What We Have Learned & Lessons For Future Applications
Organizers: Karen Tietjen, Susan Clay, & Diane VanBelle-Prouty
Location: Maroela
- GROUP B**
Designing Community Participation in Education
Organizers: Joyce Wolf, Eileen Kane, & Bradley Strickland
Location: Rooibos
- GROUP C**
Locally Based Teacher-Staff Development
Organizer: Christopher Wheeler
Location: Karee

5:00-7:00

Plenary III

What's Next:

Dikhololo & Beyond

Moderator: Jeanne Moulton

Location: Maroela

Closing Remarks

Julie Owen-Rea, AFR/SD/HRD-Ed

Location: Maroela

7:00-9:00

Closing Dinner

Location: Boslapa

(Shuttle from Reception Area)

Evening Program - Shebeen Evening

The SD Technical Publication Series

1. Framework for Selection of Priority Research and Analysis Topics in Private Health Sector Development in Africa
2. Proceedings of the USAID Natural Resources Management and Environmental Policy Conference
3. Agricultural Research in Africa: A Review of USAID Strategies and Experience
4. Regionalization of Research in West and Central Africa: A Synthesis of Workshop Findings and Recommendations
5. Developments in Potato Research in Central Africa
6. Maize Research Impact in Africa: The Obscured Revolution, Summary Report
7. Maize Research Impact in Africa: The Obscured Revolution, Complete Report
8. Urban Maize Meal Consumption Patterns: Strategies for Improving Access for Vulnerable Urban Households in Kenya
9. Targeting Assistance to the Poor and Food Insecure: A Literature Review
10. An Analysis of USAID Programs to Improve Equity in Malawi and Ghana's Education Systems
11. Understanding Linkages Among Food Availability, Access, Consumption, and Nutrition in Africa: Empirical Findings and Issues from the Literature
12. Market-Oriented Strategies to Improve Household Access to Food: Experiences from Sub-Saharan Africa
13. Overview of USAID Basic Education Programs in Sub-Saharan Africa II
14. Basic Education in Africa: USAID's Approach to Sustainable Reform in the 1990s
15. Community-Based Primary Education: Lessons Learned from the Basic Education Expansion Project (BEEP) in Mali
16. Budgetary Impact of Non-Project Assistance in the Education Sector: A Review of Benin, Ghana, Guinea, and Malawi
17. GIS Technology Transfer: An Ecological Approach
18. Environmental Guidelines for Small-Scale Activities in Africa
19. Comparative Analysis of Economic Reform and Structural Adjustment Programs in Eastern Africa
20. Comparative Analysis of Economic Reform and Structural Adjustment Programs in Eastern Africa—Annex
21. Comparative Transportation Cost Analysis in East Africa: Executive Summary
22. Comparative Transportation Cost Analysis in East Africa: Final Report
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